

CLINICAL GUIDELINES

2018-2019



MARTIN LUTHER COLLEGE
NEW ULM, MINNESOTA



August 2018

INTRODUCTION

This booklet contains the guidelines and procedures for participation in the Martin Luther College Clinical experience. If you have any questions about the information in this booklet, contact Dr. Cindy Whaley, Professor Paul Tess, or Mrs. Deborah Witte. Contact information is listed in the Appendix of this booklet. The partnership between the public school cooperating teacher and MLC is vital to the training of young people who aspire to the teaching profession.

Purpose

The goal of Clinical is to provide MLC Education students preservice opportunities in working with students in a variety of classroom settings. Clinical is among the following required field experiences:

- Individual Field Experience (IFE) Hours – service learning opportunities working with children and adults
- Early Field Experience (EFE I, EFE II, and EFE III) – 3 one-week-long classroom experiences
- Clinical - a semester-long experience of one day a week, taken concurrently with a discipline methods course, and generally completed in Year 3, prior to student teaching
- Student Teaching II - a full-time, six-week professional experience in elementary, middle, or secondary level classrooms of public schools
- Student Teaching I - a full-time, ten-week professional experience in elementary or secondary level classrooms of Lutheran schools

Clinical Placement Determination

Clinical placements are determined as follows:

- A. To be eligible for a Minnesota K-6 license, the teacher candidate must complete experiences in primary (K-2) and intermediate (3-6) level classrooms, with the middle level (7-8) being optional. The candidate who desires an endorsement *must* teach in grade 7 or 8 in the discipline area of the endorsement.
- B. To be eligible for a Minnesota 5-12 license, the teacher candidate must complete experiences in intermediate (5-6), middle (7-8), and high school (9-12) level classrooms.
- C. To be eligible for a Minnesota K-12 license for Classroom Music (Instrumental and/or Vocal), Physical Education, or Spanish, the candidate must complete experiences in elementary (K-6), middle (5-8), and high school (9-12) level classrooms.
- D. To be eligible for a Minnesota K-12 Special Education: ABS license, the candidate must complete experiences in elementary (K-4), middle (5-8), and high school (9-12) level classrooms.

These experiences are comprised of those that come from EFE III, Clinical, Student Teaching I, and Student Teaching II. The candidate is placed according to his or her program major (Chemistry, Communication Arts and Literature, Life Science, Mathematics, Instrumental Music, Vocal Music, Physical Education, Physics, Social Studies, Special Education and World Languages and Cultures: Spanish).

Student Eligibility

Students are eligible to participate in a clinical when they have met all program prerequisites, have been screened by the faculty, and are retained in the education program.

In addition, completion of a satisfactory background check is required for working with children. Each student must authorize the background check and give permission to release the results to MLC. The Director of Field Experiences produces a letter of good standing for each student working in

those partner schools requiring verification of background screening. Some schools require a copy of the background check in which case students will be responsible for providing the school a copy.

MLC Expectations of Clinical Students

A. Attendance

1. The MLC clinical student should follow the MLC calendar, being present at the school all day each scheduled day of the experience.
2. From time to time a clinical student may become ill and need to stay home. In such situations, the clinical student should log into the Portal and report the absence under Attendance. By submitting the absence report, an automatic email notification is sent to the cooperating teacher, college supervisor, administrator, and Field Experiences Office. The candidate may also want to phone or text his or her cooperating teacher to ensure a smooth hand-off of responsibilities for the day or beyond.
3. At other times, a clinical student may need to be excused for a medical appointment, funeral, etc. In these cases, the candidate should log into the Portal (under Attendance) as soon as possible and request approval to be excused. After the Director of Field Experiences approves the request, an automatic email is generated with notification to the cooperating teacher, college supervisor, administrator, and teacher candidate. Note that a student who has been excused from classes by the MLC Athletic Department must also gain approval for the absence from clinical through the Field Experiences Office.
4. The Director of Field Experiences is responsible for determining the length and amount of make-up days when absences exceed two times.
5. In the event of a snow day or in-service day (that the clinical student is not expected to attend), the candidate should log into the Portal and report the event under “School Closed.” The absence does not count toward the maximum allowed.
6. The clinical student will not be excused from clinical in order to take professional exams.
7. Unexcused absences will be reported to the MLC Director of Field Experiences by school district personnel.
8. On questionable weather days a student should check television and radio stations or school websites for information regarding cancellations and late starts. The MLC clinical student is expected to go to school in the event of a late start.

B. Dress/Conduct

The MLC clinical student is expected to dress and work professionally in the building. The student should inquire about teacher dress code policies in the building. The student should adhere to the Code of Ethics for Minnesota Teachers (see following – Part F). Cooperating teachers should not hesitate to contact MLC representatives regarding any concerns about the dress or conduct of any MLC student in the building.

- C. Arrival
Students should email their cooperating teachers for school start times and classroom requirements. Students are not to decide their own start times.
- D. Dismissal
The MLC clinical student should remain after school in order to receive feedback on the day from the cooperating teacher and to plan experiences for the next school day. Teacher dismissal times vary from building to building. Clinical students have been advised to inform employers that they may not be available until after 4:30 p.m.
- E. Transportation
The MLC clinical student is responsible for transportation *to* and *from* clinical. Consequently, clinical students are encouraged to have a vehicle during the clinical term. The college does not cover the cost of transportation. Arrangements may be possible in which students share rides and cost of travel with others going to the same school. However, in making placement decisions, the Field Experiences Office will not consider the individual transportation needs of clinical students.

F. 8710.2100 Code of Ethics for Minnesota Teachers

Subpart 1. *Scope.*

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation. This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart. 2. *Standards of professional conduct.*

The standards of professional conduct are as follows:

- A. A teacher shall provide professional education services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's own qualifications or to other teachers' qualifications.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

Student Identification

The MLC clinical student should display his or her MLC student identification card in the provided badge holder each day while participating in the experience.

Lunch Procedures

Each student on an MLC meal plan may make a sack lunch from the MLC cafeteria. Lunch items are available for making and packing by 6:00 a.m. MLC students should not leave their clinical setting during the school day to purchase lunch.

Personal Communication and Use of Social Media

MLC students should not use cell phones and computers for personal use during the school day. When emergencies arise requiring their need, permission of the cooperating teacher should be asked and advice sought on how best to handle emergency communication in the classroom.

Teacher candidates are to refrain from contacting students through social media such as Facebook, Instagram, Twitter, and Snapchat. Local school policy may allow such communication, but MLC wants to be proactive in helping candidates avoid a potential problem area. Communicating with students via social media may result in dismissal from the clinical experience.

Field Trips

The MLC student should plan to attend and assist as a chaperone on any class field trip that begins and concludes during the regular school day hours. He or she has the option to attend a field trip that takes place outside the regular school day schedule. In cases in which the MLC student does not attend a field trip, arrangements will be made for him or her to observe in another classroom.

Cooperating Teacher Honorarium

As a token of appreciation for the willingness of a cooperating teacher to partner with MLC in the training of preservice teachers, an honorarium for serving as a supervisor of MLC clinical students is provided in the amount of \$35 for each student with whom they work.

MLC is very thankful for the willingness of cooperating teachers to open their classrooms to MLC students and for providing classroom experiences and guidance in developing skills in teaching and leading students.

Sexual Harassment

MLC adheres to all guidelines regarding sexual harassment in the work place. A clinical student who feels an incident of sexual harassment has occurred should first report the incident to the cooperating teacher. If satisfactory resolution of the incident is not obtained, the clinical student should then report the occurrence to the college supervisor. If necessary, the college supervisor will report the incident to the Director of Field Experiences.

Likewise, participating school personnel should report any incident of sexual harassment on the part of a clinical student to the cooperating teacher and then to the college supervisor of the clinical student. If further resolution of the incident is warranted, the college supervisor will report the incident to the Director of Field Experiences.

PROGRAM SPECIFICS FOR CLINICAL

Clinical Experience Dates for 2018 – 2019

Semester One

Tuesdays – September 11 – December 4

Thursdays – September 13 – December 6

Exception: Thursday students do not attend their clinical on October 18 (Minnesota Teachers' Conference) or November 22 (Thanksgiving).

Semester Two

Tuesdays – January 29 – May 7

Exceptions: MLC is not in session March 5 and 12 (Spring Break).

Thursdays – January 24 – May 9

Exceptions: MLC is not in session March 7, 14 (Spring Break), & April 18 (Easter Break).

Communication with the Clinical Cooperating Teacher

Each clinical student's roster contains the email address and/or school phone information of his or her cooperating teacher. The student is encouraged to initiate communication with the classroom supervisor in advance of the experience, setting a tone that shows he or she wants to make the most of the experience. The student should introduce him or herself and ask for a time to meet on the first day to share goals for the experience, to discuss the reflection journal, and to ask questions related to teaching and classroom procedures. Each student has been advised that the key to a good experience is the attitude he or she communicates.

Ample time each day should be scheduled for conferencing to reflect on the day's experiences and to plan for future experiences. Comments and suggestions are important to the growth of the preservice teacher.

Cooperating teachers are provided a copy of the clinical student's personal information, including the email address of the student. Cooperating teachers should feel welcome to correspond via that address during the experience.

An MLC college supervisor will make a minimum of one face-to-face visit with the cooperating teacher to gain feedback on the progress of the clinical student and to discuss any concerns they have about the clinical experience. Comments or concerns shared by the cooperating teacher will be shared and discussed with the clinical student by MLC personnel. Emails are ongoing, as needed, to check on progress.

The college phone numbers and email addresses of all MLC personnel involved in the Clinical Experience program are included in the Appendix of this packet. MLC personnel are available by phone or email for comments or concerns about the experience.

Classroom Experiences

Clinical students are advised that central to their having a good experience is their eagerness to become actively engaged in classroom experiences. The clinical student should be an extra set of hands in helping the students in their learning and should frequently ask how he or she can become involved.

The clinical student is expected to do the following during the experience:

1. Be a willing helper in any way to assist the cooperating teacher
2. Observe classroom procedures, lesson structure, and student behaviors
3. Help individual students with their work – *Search out students who need help!*
4. Tutor students in specific subject areas
5. Teach small group lessons
6. Team teach lessons with the cooperating teacher
7. Teach whole group lessons (a minimum of 4 detailed lessons)

Building Up to Whole Group Teaching Over the Semester

Early experiences should include several opportunities for small group and team teaching of lessons under the direction of the cooperating teacher. As the clinical student gains experience, he or she should be able to plan lessons independently under the guidance of the cooperating teacher. With the help of the cooperating teacher the clinical student will become involved in teaching according to the needs of the cooperating teacher and the needs of the children in the classroom.

The cooperating teacher and clinical student will develop a schedule for teaching that includes a minimum of four large group lessons in which written lesson plans are required. **The cooperating teacher will sign and date the four required lesson plans after they have been taught, and then the clinical student will return the lesson plans to the appropriate methods professor.** The methods professor will check and return the lesson plans to the clinical student by the end of the semester. The cooperating teacher and clinical student will work together to build a teaching schedule that allows for the possibility of teaching more than the minimum requirement.

Written Lesson Planning

The clinical student is expected to submit in writing via email attachment four large group lesson plans to the cooperating teacher in advance of teaching. For the sake of professionalism, it is recommended to please send the plans two days in advance of the clinical student's teaching of those lessons. The cooperating teacher is asked to advise on the content and procedures for carrying out the lessons assigned. A lesson plan template is included in these guidelines in the Appendix. Cooperating teachers should expect lesson plans to contain the following sections:

- Standards
- Stated objective(s) for the lesson
- Review of the previous lesson
- A statement of the new lesson's purpose
- Differentiated instructional strategies
- An outline of topics, statements, and procedures for the new lesson
- Summary/Closure
- Assignment

Connecting the Clinical to Methods Courses

The MLC clinical student is expected to write weekly reflections in his or her MLC reflection journal using a list of topics provided by the MLC college professor. The student is also expected to share with the cooperating teacher the process by which journaling takes place.

Cooperating teachers will read and sign several of the weekly reflections throughout the term. The college supervisor and student peers will also read the entries.

STUDENT EVALUATION

Clinical Student Evaluation

The clinical experience is evaluated with a Pass (P) or No Pass (NP) rating. A student must receive a Pass rating in the clinical to be eligible for graduation and candidacy for teaching. The rating is derived jointly between the student's college supervisor and cooperating teacher.

The student will be made aware of his or her progress by the college supervisor in a face-to-face visit shortly after the visit between the college supervisor and cooperating teacher. A formative assessment which includes a list of skills and dispositions is completed by the cooperating teacher in preparation for the visit (See example of online Formative Assessment in the Appendix.)

The cooperating teacher will evaluate the student's overall development as a teaching candidate by rating the student on several summary statements on the MN Standards of Effective Practice (SEPs) at the end of the experience. In addition, the cooperating teacher is requested to write narrative comments related to the student's development as a candidate for teaching. (See example of online SEP Clinical Assessment in the Appendix.)

Clinical experience information related to each student's personal, teaching, and classroom management traits will be made available by the college supervisor to the MLC Director of Field Experiences as helpful information in developing the student's teaching candidate biography.

No Pass in Literacy Clinical or Language Arts Block

If a student fails the clinical or fails to complete the clinical, both of which would result in an NP, and the student successfully completes the three professional education courses in the language arts block, the student must repeat only the clinical. In such a case there would be an automatic review by the Teacher Education Committee of the student's eligibility for continuing in the professional education program.

If a student fails two or three professional education courses in the block and receives grades of F, the student must retake the failed courses and retake the clinical, regardless of his or her grade in the clinical.

If a student fails only one of the professional education courses in the block and receives a P in the clinical, the student does not have to retake the clinical.

No Pass in Secondary Clinical or Professional Education Block

If a student fails the clinical or fails to complete the clinical, both of which would result in an NP, and the student successfully completes the methods course in the professional education block, the student must repeat only the clinical. In such a case there would be an automatic review by the Teacher Education Committee of the student's eligibility for continuing in the professional education program.

If a student fails the methods course in the block and receives a grade of F, the student must retake the failed course and retake the clinical, regardless of his or her grade in the clinical.

Dismissal from the Clinical Experience

Not adhering to the guidelines outlined in this manual and/or unprofessional conduct are grounds for dismissal from the clinical experience at any time. In such a circumstance, when the college supervisor and cooperating teacher agree that dismissal is deemed appropriate, the MLC clinical student will be informed orally and in writing of their decision. A recommendation will also be made

by the college supervisor and cooperating teacher whether a second clinical term should be granted to the student. If granted, the time of placement for the second term will be at the discretion of the MLC Director of Field Experiences.

In the case of dismissal from the clinical experience, the student may complete his or her other semester coursework. An appeal of a recommendation to deny a second term for this experience may be made in writing to the Vice President for Academics.

APPENDIX

**MARTIN LUTHER COLLEGE
PERSONNEL AND CONTACT NUMBERS
FOR THE CLINICAL EXPERIENCE**

Dr. Cindy Whaley, Public School Placement
Coordinator and Clinical Supervisor
whaleyce@mlc-wels.edu

(507) 566-9156 Ext 347
Cell: (507) 217-0704

Prof. Paul Tess, Director of Field Experiences
and Clinical Supervisor
tesspa@mlc-wels.edu

(507) 566-9156 Ext 287
Cell: (507) 217-9719

Mrs. Deborah Witte, Administrative Assistant
wittedb@mlc-wels.edu

(507) 566-9156 Ext 204

Clinical Lesson Plan Template

Teacher:	Subject/Grade:	Date:	Time:
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Lesson Topic/Title:	
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Big Idea/Essential Question: (Is there an overarching theme or question in the classroom or subject area that this lesson fits under? Big ideas/Essential questions will encompass many lessons, an entire unit, or even a semester. They will not change with each lesson. They are not objectives. They are not theme titles.)

Objectives and Assessments: [Cognitive knowledge, psychomotor skills, and/or affective attitudes – use measurable verbs – be sure to connect written objectives to assessment tools. Objectives may be written in a traditional format (i.e. “The student will...”) or as learning targets written from the perspective of the students (i.e. “I can...” or “I will be able to...”)]

Objective	Assessments	Formative/Summative

Standards: (Reference number and text of MN Standards or other content-related standards)

Reference Number	Text of standard
	-
	-

Materials and Preparation Needed for Instruction:

1. Text pages:	Manual pages:	-
2. Resources:	Teacher:	-
	Student:	-

Special preparation that needs to be completed in advance (set-up, handouts, etc.):

-

Planned Supports for Differentiation: [Describe three students who may benefit from differentiation. Include (a) likes and dislikes, (b) strengths, (c) communication, (d) behavior, (e) academic performance, (f) social information, (g) concerns, and (h) other pertinent information.]

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The plan for each student should include one or more of the following:

Environment: (changes in the setting)	-
Content: (changes in what is taught)	-
Process: (changes in how it is taught)	-
Product: (variety in student products):	-

Academic Language: (What oral or written language will teacher and/or students need to understand and/or be able to use successfully in connection with the lesson?)

-

Instructional Procedures: (Insert specific plans here, making provisions for the following)

A. Review (as needed, make connections from a previous lesson)

-

-

B. Developing Background (ask yourself how students will connect the lesson to their own experiences)

-

-

C. Transitional Statement (include stated objectives)

-

-

D. Developing the New Lesson (introduce and practice new content)

-

-

E. Summary (ask about/restate objectives)

-

-

F. Assessment (relate formative and summative tasks to lesson objectives)

-

-

Lesson Reflection: (Completed by the teacher after the lesson has been taught)

1. In what ways was the lesson effective?

2. How would you change this lesson if teaching it again?

3. What students may need extra help? What type of help may be needed?



Clinical - Formative Assessment Visit

Introduction

Student

Date

2015-10-02

Teacher

School

Grades

4

7

10

Kindergarten

5

8

11

1

6

9

12

2

3

Rate each skill, disposition, or core competency as demonstrated by the MLC candidate.

Skills

Delivers a whole group lesson

no developing yes

Helps individual students

no developing yes

Manages educational setting

no developing yes

Understands concepts being taught

no developing yes

Users classroom routines

no developing yes

Works with small groups

no developing yes

Writes a whole group lesson plan

no developing yes

Dispositions

Communicative

no developing yes

Enthusiastic

no developing yes

Open to feedback and suggestions

no developing yes

Professional

no developing yes

Punctual

no developing yes



Rapport with students

no developing yes

Rapport with supervisor

no developing yes

Shows initiative

no developing yes

Core Competencies

Capable

no developing yes

Caring

no developing yes

Collaborative

no developing yes

Creative

no developing yes

General

Comment on specific strengths:

Comment on specific areas in which to grow:

Has the candidate missed any scheduled days?

Yes No

Have you read the candidate's reflection journal entries?

Yes No

How many detailed lesson plans has the candidate written to date?

When do you conference with the candidate?

How long are your conferences?



MN Standards of Effective Practice Clinical Assessment

Introduction

Student	Date
<input type="text"/>	<input type="text"/>

What percent of students are minority?	What percent of students have special needs?
<input type="text"/>	<input type="text"/>

Grades and Ages <input type="checkbox"/> 3 year olds <input type="checkbox"/> 4 year olds <input type="checkbox"/> 5 year olds	<input type="checkbox"/> Kindergarten <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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Please indicate the days the MLC student was absent. *Click* to add additional rows.

Date absent	Reason
<input type="text"/>	<input type="text"/>

Directions

- The statements below are based on the standards of effective teaching practice as outlined in the teacher licensure requirements of the state of Minnesota. [MN Standards of Effective Practice for Teachers](#)
- The teacher candidate should demonstrate these standards in his or her teaching and interactions with the students.
- Choose the appropriate circle as to whether the standard is evident in the teacher candidate's planning, teaching, or assessing learning.

The MLC student -

1. used a variety of methods, strategies, media, that are appropriate to students with different needs, background, knowledge, and abilities. <input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment if item is marked "partly" or "no": <input type="text"/>
2. promoted and encouraged active learning. <input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment if item is marked "partly" or "no": <input type="text"/>
3. adapted instruction during teaching based on feedback from students. <input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment if item is marked "partly" or "no": <input type="text"/>
4. collaborated with other staff. <input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment if item is marked "partly" or "no": <input type="text"/>
5. showed flexibility in classroom management and instruction to accommodate varying abilities. <input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment if item is marked "partly" or "no": <input type="text"/>
6. used teaching procedures that promote students' motivation. <input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment if item is marked "partly" or "no": <input type="text"/>
7. helped students engage in inquiry and discovery. <input type="checkbox"/> Yes <input type="checkbox"/> Partly <input type="checkbox"/> No	Comment if item is marked "partly" or "no": <input type="text"/>



8. used appropriate teaching skills. Yes Partly No

Comment if item is marked "partly" or "no":

9. observed student assessment data.

Yes Partly No

Comment if item is marked "partly" or "no":

10. promoted a learning environment that enabled cooperation and respect for other students.

Yes Partly No

Comment if item is marked "partly" or "no":

11. planned and developed curricula that are appropriate for students of varying abilities, learning styles, and types of intelligence.

Yes Partly No

Comment if item is marked "partly" or "no":

12. used assessment techniques appropriate to content and students.

Yes Partly No

Comment if item is marked "partly" or "no":

13. identified levels of readiness and development.

Yes Partly No

Comment if item is marked "partly" or "no":

14. evidenced a belief that all students can learn and succeed.

Yes Partly No

Comment if item is marked "partly" or "no":

Briefly describe the MLC student's ability for teaching. For example, indicate strengths and weaknesses, along with any additional comments you feel would be helpful.